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ABSTRACT

These American Indian standards for health education were developed in close alignment with the 1995 U.S. national standards. While the text of the actual "standards" is the same in both documents, the performance indicators in this material have been tailored specifically for use in schools serving American Indian students. Like the national standards, the material is broken into three grade level groupings: K-4, 5-8, and 9-11. For each grade level, performance indicators that encompass traditional knowledge and cultural values, extended family and clan relationships, and community well-being are provided for each of seven standards: comprehension of concepts related to health promotion and disease prevention; ability to access valid health information and health-promoting products and services; ability to practice health-enhancing behaviors and reduce health risks; analysis of the influence of culture, media, technology, and other factors on health; ability to use interpersonal skills to enhance health; ability to use goal-setting and decision-making skills to enhance health; and ability to advocate for personal, family, and community health. These American Indian standards may also be useful to Indian nations developing their own standards for tribal education or to those adapting state standards to be more culturally relevant to Indian communities. (SV)

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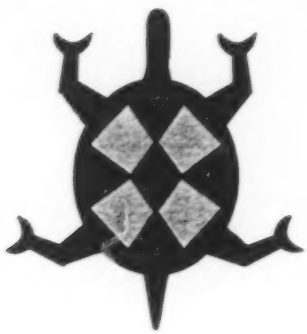
ED 420 479

AMERICAN INDIAN STANDARDS FOR HEALTH EDUCATION



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Developed for: **Office of Indian Education Programs**
Bureau of Indian Affairs

By: **ORBIS Associates**
Washington, D.C.
1998

Based on the 1995 National Health Education Standards
developed by the Joint Committee on National Health Education Standards

RC 021586

American Indian Standards for HEALTH EDUCATION

Introduction

These American Indian Standards for Health Education have been developed in close alignment with the 1995 *National Health Education Standards*. While the text of the actual "Standards" is the same in both documents, the "Performance Indicators" in this material have been tailored specifically for use in schools serving American Indian students. Like the national standards, the material is broken into three grade level groupings: K-4; 5-8; and 9-11.

It is hoped that teachers will find these Standards helpful for providing health instruction to Indian students. However, the authors of this material also encourage each Indian nation to consider development of its own standards for education of its tribal citizens. For tribes which choose to undertake that process, these American Indian Standards might provide useful ideas for possible adaptation. These American Indian Standards might also serve as a useful tool for adapting State Health Education Standards to be more culturally relevant to Indian communities.

We note that these Standards should be considered "a work in progress." As such, they will periodically be improved and revised by the BIA, based on input from American Indian educators and leaders. Please send any comments you might have to:

Dr. Sandra Fox
Office of Goals 2000, U.S. Department of Interior
Bureau of Indian Affairs
1849 C Street, NW Mail Stop 3512
Washington D.C. 20240

Grades K-4

HEALTH EDUCATION STANDARD 1:
Students will comprehend concepts related to health promotion and disease prevention.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, Indian students will:

1. draw and/or explain traditional American Indian symbols and concepts that are specific to students' tribe(s) and are related to health promotion and disease prevention -- for example, the Medicine Wheel, the Good Road, *Hozho* or the Circle.

2. read or listen to and then explain traditional American Indian stories that have teachings related to health promotion and disease prevention.

3. identify indicators of mental, emotional, social and physical health during childhood, as they are conveyed in traditional American Indian tribal symbols, concepts, stories and other teachings.

4. describe how traditional extended family/clan relationships can have a positive influence on personal health.

5. use traditional American Indian concepts or symbols to describe how mental, emotional, social and physical environments can influence personal health.

6. describe common health problems among Indian children in the students' community or on the reservation and ways to prevent or treat those health problems.

HEALTH EDUCATION STANDARD 2:
Students will demonstrate the ability to access valid health information and health-promoting products and services.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, Indian students will:

1. demonstrate the ability to locate school, IHS, tribal and/or other community health facilities and providers -- including CHR's, and other individuals appropriate to the student's community such as traditional medicine people.

HEALTH EDUCATION STANDARD 3:
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, Indian students will:

1. describe traditional American Indian symbols and concepts that emphasize personal responsibility with respect to practicing healthy behavior.

2. discuss (after reading or listening to) traditional American Indian stories which demonstrate ways to improve or maintain personal health.

2. identify culture-based activities which provide positive alternatives to risky health behaviors.

4. draw injury prevention posters using American Indian themes or settings.

Health Education Standard 4:
Students will analyze the influence of culture, media, technology, and other factors on health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, Indian students will:

1. describe key cultural factors in students' tribe(s), which historically influenced personal health behaviors.

2. look for health-related articles in tribal newspapers or listen for announcements on tribal radio stations; then explain how the media may influence the community's thoughts, feelings, and behaviors about health.

3. describe the teachings of an extended family member who has influence on how a student takes responsibility for personal health.

HEALTH EDUCATION STANDARD 5:
Students will demonstrate the ability to use interpersonal skills to enhance health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, Indian students will:

1. describe characteristics (as prescribed by students' tribal culture) associated with being a responsible friend and family member (e.g., family/clan roles and responsibilities).

2. use approaches prescribed in traditional American Indian symbols, concepts and other teachings to express needs, wants, and feelings in healthy ways.

3. use traditional tribal teachings about values like respect and generosity, as well as concepts related to spirituality, to communicate care, consideration, and respect of self and others.

4. describe traditional ways in which students' tribe(s) demonstrate respect and caring for elders in the community.

HEALTH EDUCATION STANDARD 6:
Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, Indian students will:

1. use traditional American Indian symbols, concepts, and other teachings to set personal health goals and track progress toward their achievement.

HEALTH EDUCATION STANDARD 7:
Students will demonstrate the ability to advocate for personal, family, and community health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades K-4, Indian students will:

1. describe ways of conveying accurate health information and ideas in a manner appropriate to students' community and culture. Use art and language.

2. express opinions about specific health issues that affect Indians in students' community.

3. identify tribal agencies, special tribal or cultural programs, and individuals in the tribe that advocate for healthy individuals, families, and Indian communities.

HEALTH EDUCATION STANDARD 1:
Students will comprehend concepts related to health promotion and disease prevention.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 5-8, Indian students will:

1. draw and/or explain traditional American Indian symbols and concepts that are specific to students' tribe(s) and are related to health promotion and disease prevention, such as the Medicine Wheel, the Good Road, *Hozho* or the Circle.

2. use traditional American Indian concepts, stories or symbols to describe the interrelationship of mental, emotional, social and physical health during adolescence.

3. describe how traditional extended family/clan relationships can have a positive influence on personal health during adolescence.

4. where appropriate, experience and describe how traditional American Indian ceremonies, specific to students' tribe(s), influence caring for personal health during adolescence (e.g., puberty rites).

HEALTH EDUCATION STANDARD 2:
Students will demonstrate the ability to access valid health information and health-promoting products and services.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 5-8, Indian students will:

1. analyze the appropriateness of health information, products and services provided in the reservation community.

2. demonstrate the ability to utilize resources from home, extended family, community and tribal health facilities that provide valid health information.

3. demonstrate the ability to locate health products and services within the reservation community.

4. describe health-related situations requiring attention from tribal, IHS or community health facilities.

HEALTH EDUCATION STANDARD 3:
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 5-8, Indian students will:

1. using appropriate traditional American Indian symbols and concepts, explain the importance of assuming responsibility for personal behaviors which promote good health.

2. participate in culture-based activities which provide positive alternatives to risky health behaviors.

3. explain how each Indian community, as a whole, is helped by individuals taking personal responsibility for avoiding risky behaviors.

4. use various Indian art media to produce injury prevention instructional materials for distribution to younger Indian students.

Health Education Standard 4:
Students will analyze the influence of culture, media, technology, and other factors on health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 5-8, Indian students will:

1. as appropriate to students' tribe(s), describe how tribal beliefs or practices (including dances or songs) help influence positive personal health behaviors.

2. describe how tribal beliefs might influence the use of health services in the community -- historically and contemporarily.

3. analyze and discuss the effectiveness of local media (e.g. tribal newspapers, radio programs, posters, etc.) for informing students about health issues affecting their community.

HEALTH EDUCATION STANDARD 5:
Students will demonstrate the ability to use interpersonal skills to enhance health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 5-8, Indian students will:

1. demonstrate characteristics (as prescribed by students' tribal culture) associated with being a responsible friend and family member (e.g., family/clan roles and responsibilities).

2. use approaches prescribed in traditional American Indian symbols, concepts and other teachings to express needs, wants, and feelings in healthy ways.

3. use traditional tribal teachings about values like respect and generosity, as well as concepts related to spirituality, to communicate care, consideration, and respect of self and others.

4. demonstrate communication skills, reflective of students' tribal culture, to build and maintain healthy relationships.

5. demonstrate conflict management strategies that are consistent with traditional methods used by students' tribe(s) -- such as traditional peacemaking or mediation approaches.

HEALTH EDUCATION STANDARD 6:
Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 5-8, Indian students will:

1. analyze how health-related decisions are influenced by individuals, family/extended family, and traditional American Indian community/cultural values.

2. predict what effects there might be, on the entire Indian community, if each individual in the community were to make positive health decisions.

3. use traditional American Indian symbols, concepts, and other teachings to apply strategies and skills needed to attain personal health goals.

4. use traditional American Indian symbols, concepts, and other teachings to develop a plan that addresses personal strengths, needs, and health risks.

HEALTH EDUCATION STANDARD 7:
Students will demonstrate the ability to advocate for personal, family, and community health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 5-8, Indian students will:

1. identify and discuss health issues that affect tribal elders.

2. identify various methods of communication that would effectively relay important health information to tribal elders.

3. identify community and culturally-specific barriers which might affect communication of information, ideas, feelings, and opinions about health issues among tribal members.

4. participate in group planning to make appropriate health presentations for younger children or elders.

HEALTH EDUCATION STANDARD 1:
Students will comprehend concepts related to health promotion and disease prevention.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 9-11, Indian students will:

1. explain traditional American Indian symbols and concepts (specific to a student's tribe) related to health promotion and disease prevention for teenagers, such as the Medicine Wheel, the Good Road, *Hozho* or the Circle.

2. use traditional American Indian concepts or symbols to define the stages of life and to describe the interrelationship of mental, emotional, social and physical health throughout adulthood.

3. describe how traditional extended family/clan and other tribal relationships can have a positive influence on an individual's health.

4. explain traditional tribal teachings which can be used as a counter to adolescent risky behaviors which may have a negative impact on a person's health and body.

5. analyze how tribal and federal health policies and government regulations influence health promotion and disease prevention.

6. discuss the research findings related to health problems (such as diabetes or obesity) that are particularly prevalent among the American Indian population.

HEALTH EDUCATION STANDARD 2:
Students will demonstrate the ability to access valid health information and health-promoting products and services.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 9-11, Indian students will:

1. understand the basic system of health care delivery on the reservation; understand the relationship between treaties and health care services.

2. evaluate the availability of health information and services provided in reservation communities.

3. analyze factors that influence personal selection of health practitioners and/or services among the varied types offered within the Indian community, including traditional medicine.

HEALTH EDUCATION STANDARD 3:
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 9-11, Indian students will:

1. demonstrate the ability to assume responsibility for personal health behaviors grounded in appropriate traditional American Indian symbols and concepts.

2. identify and demonstrate, for younger students, culture-based activities and practices which provide alternatives to risky health behaviors.

3. analyze the short-term and long-term consequences for reservation communities if Indian youth practice risky health behaviors.

4. participate in mock tribal council planning group to devise injury prevention awareness program for the entire reservation or Indian community.

Health Education Standard 4:
Students will analyze the influence of culture, media, technology, and other factors on health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 9-11, Indian students will:

1. as appropriate to students' tribe(s), teach a younger student a dance, song, story or other traditional American Indian practice which influences personal health behaviors.

2. analyze examples, then produce an article or advertisement for the tribal newspaper or radio station on an important theme of personal, family, or community health.

3. describe how tribal beliefs in the community influence the use of health services -- historically or contemporarily.

HEALTH EDUCATION STANDARD 5:
Students will demonstrate the ability to use interpersonal skills to enhance health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 9-11, Indian students will:

1. analyze how interpersonal communication affects relationships among family, clan and tribal members.

2. use approaches prescribed in traditional American Indian symbols, concepts and other teachings to express needs, wants, and feelings in healthy ways.

3. use traditional teachings, specific to student's tribe, about values like respect and generosity, and concepts related to spirituality to communicate care, consideration, and respect of self and others.

4. demonstrate conflict management strategies that are consistent with traditional methods used by students' tribe(s) -- such as traditional peacemaking or mediation approaches.

HEALTH EDUCATION STANDARD 6:
Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 9-11, Indian students will:

1. demonstrate the ability to use various strategies (including those which are based on traditional American Indian symbols, concepts, and other teachings) when making decisions related to health needs and risks of young adults.

2. predict immediate and long-term impact that individual health decisions can have on the individual, family, and Indian community and how those decisions relate to traditional American Indian values, appropriate to the students' tribe(s).

3. use traditional American Indian symbols, beliefs, concepts, and other teachings to implement plans for personal health goals.

4. use traditional American Indian beliefs, values, concepts, and other teachings to formulate an effective plan for lifelong health.

HEALTH EDUCATION STANDARD 7:
Students will demonstrate the ability to advocate for personal, family, and community health.

PERFORMANCE INDICATORS:

As a result of health instruction in Grades 9-11, Indian students will:

1. at a tribal council meeting or other community forum, express information and opinions in a health advocacy role for community youth and elders.

2. establish a Tribal Youth Advocacy Group to communicate information and ideas to help young adults avoid risky health behaviors.

3. demonstrate the ability to adapt health messages and communication techniques in order to better meet the special needs of tribal elders, tribal government leaders, or some other particular audience in the community.